



Elderly and IT Education - The Instructor Perspective

Bagger, Christoffer

Publication date:
2017

Document version
Other version

Citation for published version (APA):
Bagger, C. (2017). *Elderly and IT Education - The Instructor Perspective*. Abstract from 3rd ENAS Conference, Graz, Austria.

Panel 11

IT/Media I

📅 Thursday, April 27 / ⌚ 14:00–15:30 / 🏠 SR C1

Chair: *Andreas Schuch*

Participants: *Christoffer Bagger, Roxana Barrantes, Daniela Ugarte, Maja Klausen, Sigal Naim*

Christoffer Bagger

Elderly and IT Education – The Instructor Perspective

The results of several reports suggest that a large number of Danes, particularly the elderly, are resistant to using computer services and some have never used them. While some may be aided or nudged by their family or friends, a large number of elders also attend IT-courses specifically aimed at their age group. Thus far, little academic attention has been given to these courses. This study will perform a qualitative inquiry into a selection of IT-courses in Denmark, focusing specifically on the instructors and intending to illuminate a number of related questions:

- ▶ Who are the people teaching these courses, specifically in terms of their background and qualifications?
- ▶ What approach do they take to the teaching of the elders, in terms of planning and prioritizing lessons and their content?
- ▶ What problems (if any) do they see the elders are facing; which have gone unaddressed and what solutions are they proposing in solving these issues?

The method will be a combination of qualitative, semi-structured interviews (Kvale, 1994) with the course instructors, as well as observations of course

sessions. The theoretical framework will be a combination of the framework of “digital general education” (da: “Digital dannelse”, cf. Brøndum Petersen et al 2015), and the theoretical framework of andragogy (Knowles et al 2005) which holds that a pupil’s motivations and needs change over the course of a life-time. (The purpose will be to see if these two approaches, each important in their own way, but thus far uncombined.) The two approaches are important in their own way and, as they have never been combined, the purpose of this article is to see how successful and innovative the two approaches are in combination with one another.

Christoffer Bagger is a research assistant at the University of Copenhagen, and currently part of the research project Ageing and old age in the media and elderly people’s media use lead by associate Professor Christa Lykke Christensen. His research interests include the processes of learning about and with the media. He has worked for years with teaching children about media production and media work, and his current project is particularly concerned with how this unfolds around the elderly in Denmark.

Roxana Barrantes and Daniela Ugarte

Internet Appropriation among the Elderly: Challenges Posed by Informal Economies in Three Cities in Latin America

For all its potential benefits, use and appropriation of the Internet by the elderly lags behind that of other adults. But the elderly constitute analytical category that is wide enough. Besides age differences that could enable us to separate elders of 75 (or 10 years after retirement) from those older than that, there is another set of difference coming from the work experience before retirement that could be the key in explaining further Internet take-up and intensity of use in later life. Using qualitative and quantitative data collected in three cities in Latin America (Buenos Aires and Lima), this paper discusses how those elders coming into retirement from jobs in the informal economy are at a disadvantage when compared to those coming from more formal and education-demanding jobs. Exclusion from the information society extends beyond retirement for individuals coming from less productive jobs, thus raising attention to policies targeted at different sets of individuals.